



**Connections between the Common Core State Standards (CCSS) for English Language Arts and the  
South Carolina Academic Standards for English Language Arts 2008  
Grades 11-12**

Reading Standards for Literature	Where Reflected in the 2008 SC ELA Standards and Indicators	CCSS Cognitive Level
<b>Key Ideas and Details</b>		
1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.	<b>E3-1.1</b> Compare/contrast ideas within and across literary texts to make inferences. <b>E3-2.2</b> Compare/contrast information within and across texts to draw conclusions and make inferences. <b>E4-1.1</b> Compare/contrast ideas within and across literary texts to make inferences. <b>E4-2.2</b> Compare/contrast information within and across texts to draw conclusions and make inferences.	
2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.	<b>8-1.4</b> Analyze a given literary text to determine its theme. <b>E3-1.7</b> Evaluate an author's use of genre to convey theme. <b>E4-1.7</b> Evaluate an author's use of genre to convey theme.	
3. Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced or developed).	<b>E2-1.4</b> Analyze the relationship among character, plot, conflict, and theme in a given literary text.	

<b>Craft and Structure</b>		
4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)	<b>E2-3.1</b> Use context clues to determine the meaning of technical terms and other unfamiliar words. <b>E3-1.1</b> Evaluate devices of figurative language (including extended metaphor, oxymoron, pun, and paradox). <b>E4-1.3</b> Evaluate devices of figurative language (including extended metaphor, oxymoron, pun, and paradox). <b>E3-3.1</b> Use context clues to determine the meaning of technical terms and other unfamiliar words. <b>E3-3.3</b> Explain how American history and culture have influenced the use and development of the English language. <b>E4-3.1</b> Use context clues to determine the meaning of technical terms and other unfamiliar words. <b>E4-3.3</b> Explain how British history and culture have influenced the use and development of the English language.	
5. Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice at what point to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.	<b>This standard was not previously included in the SC standards.</b>	
6. Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony or understatement).	<b>E3-1.2</b> Evaluate the impact of point of view on literary texts. <b>E4-1.2</b> Evaluate the impact of point of view on literary texts.	
<b>Integration of Knowledge and Ideas</b>		
7. Analyze multiple interpretations of a story or drama (e.g., recorded or live production of a play or novel), evaluating how each version interprets the source text. (Include at least one play by Shakespeare as well as one play by an American dramatist.)	<b>E2-1.7</b> Compare/contrast literary texts from various genres (for example, poetry, drama, novels, and short stories).	
8. (Not applicable to literature)	<b>NA</b>	
9. Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.	<b>E3-1.7</b> Evaluate an author's use of genre to convey theme. <b>E4-1.7</b> Evaluate an author's use of genre to convey theme.	

Range of Reading and Text Complexity		
10. By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11-CCR text complexity band independently and proficiently.	<b>E3-1.8</b> Read independently for extended periods of time for pleasure. <b>E4-1.8</b> Read independently for extended periods of time for pleasure.	
Reading Standards for Informational Text	Where Reflected in the 2008 SC ELA Standards and Indicators	CCSS Cognitive Level
Key Ideas and Details		
1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.	<b>E3-1.1</b> Compare/contrast ideas within and across literary texts to make inferences. <b>E3-2.2</b> Compare/contrast information within and across texts to draw conclusions and make inferences. <b>E4-1.1</b> Compare/contrast ideas within and across literary texts to make inferences. <b>E4-2.2</b> Compare/contrast information within and across texts to draw conclusions and make inferences.	
2. Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.	<b>5-2.1</b> Summarize the central idea and supporting evidence of a given informational text. <b>E-2.1</b> Compare/contrast theses within and across informational texts.	
3. Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.	<b>7-2.1</b> Analyze central ideas within and across informational texts.	
Craft and Structure		
4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison	<b>E3-3.1</b> Use context clues to determine the meaning of technical terms and other unfamiliar words. <b>E4-3.1</b> Use context clues to determine the meaning of technical terms and other unfamiliar words.	

defines <i>faction</i> in <i>Federalist</i> No. 10).		
5. Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.	This standard was not previously included in the SC standards.	
6. Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.	This standard was not previously included in the SC standards.	
<b>Integration of Knowledge and Ideas</b>		
7. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem	This standard was not previously included in the SC standards.	
8. Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes and arguments in works of public advocacy (e.g., <i>The Federalist</i> , presidential address).	E3-2.3 Analyze informational texts for author bias (including word choice, the exclusion and inclusion of particular information, and unsupported opinions). E4-2.3 Analyze informational texts for author bias (including word choice, the exclusion and inclusion of particular information, and unsupported opinions).	
9. Analyze a seventeenth-, eighteenth-, and nineteenth-century foundational U.S documents of historical significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address) for their themes, purposes and rhetorical features.	This standard was not previously included in the SC standards.	
<b>Range of Reading and Text Complexity</b>		
10. By the end of grade 11, read and comprehend literary nonfiction in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11-CCR text complexity band independently and proficiently.	E3-1.8 Read independently for extended periods of time for pleasure. E3-2.8 Read independently for extended periods of time to gain information. E4-1.8 Read independently for extended periods of time for pleasure. E4-2.8 Read independently for extended periods of time to gain information.	

Writing Standards	Where Reflected in the 2008 SC ELA Standards and Indicators	CCSS Cognitive Level
<b>Text Types and Purposes</b>		
<p>1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.</p> <p>b. Develop claim(s) and counterclaims fairly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values and possible biases.</p> <p>c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p> <p>d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>e. Provide a concluding statement or section that follows from and supports the argument presented.</p>	<p><b>E3-4.1</b> Organize written works using prewriting techniques, discussions, graphic organizers, models, and outlines.</p> <p><b>E3-4.3</b> Create multiple-paragraph compositions that have an introduction and a conclusion, include a coherent thesis, and use support (for example, definitions and descriptions).</p> <p><b>E3-5.4</b> Create persuasive pieces (for example, editorials, essays, speeches, or reports) that develop a clearly stated thesis and use support (for example, facts, statistics, and firsthand accounts).</p> <p><b>E4-4.1</b> Organize written works using prewriting techniques, discussions, graphic organizers, models, and outlines.</p> <p><b>E4-4.3</b> Create multiple-paragraph compositions that have an introduction and a conclusion, include a coherent thesis, and use support (for example, definitions and descriptions).</p> <p><b>E4-5.4</b> Create persuasive pieces (for example, editorials, essays, speeches, or reports) that develop a clearly stated thesis and use support (for example, facts, statistics, and first-hand accounts).</p>	
<p>2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>a. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to</p>	<p><b>E3-4.1</b> Organize written works using prewriting techniques, discussions, graphic organizers, models, and outlines.</p> <p><b>E3-4.3</b> Create multiple-paragraph compositions that have an introduction and a conclusion, include a coherent thesis, and use support (for example, definitions and descriptions).</p> <p><b>E3-4.5</b> Revise writing to improve clarity, tone, voice, content, and the development of ideas.</p> <p><b>E3-5.1</b> Create informational pieces (for example, letters of request, inquiry, or complaint) that use language appropriate for the specific</p>	

<p>aiding comprehension.</p> <p>b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</p> <p>c. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p> <p>d. Use precise language and domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.</p> <p>e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</p>	<p>audience.</p> <p><b>E3-6.6</b> Select appropriate graphics, in print or electronic form, to support written works, oral presentations, and visual presentations.</p> <p><b>E4-4.1</b> Organize written works using prewriting techniques, discussions, graphic organizers, models, and outlines.</p> <p><b>E4-4.3</b> Create multiple-paragraph compositions that have an introduction and a conclusion, include a coherent thesis, and use support (for example, definitions and descriptions).</p> <p><b>E4-4.5</b> Revise writing to improve clarity, tone, voice, content, and the development of ideas.</p> <p><b>E4-5.1</b> Create informational pieces (for example, resumes, memos, letters of request, inquiry, or complaint) that use language appropriate for the specific audience.</p> <p><b>E4-6.6</b> Select appropriate graphics, in print or electronic form, to support written works, oral presentations, and visual presentations.</p>	
<p>3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p>a. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.</p> <p>b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</p> <p>c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).</p>	<p><b>E3-4.1</b> Organize written works using prewriting techniques, discussions, graphic organizers, models, and outlines.</p> <p><b>E3-4.5</b> Revise writing to improve clarity, tone, voice, content, and the development of ideas.</p> <p><b>E3-5.2</b> Create narratives (for example, personal essays, memoirs, or narrative poems) that use descriptive language to create tone and mood.</p> <p><b>E4-4.1</b> Organize written works using prewriting techniques, discussions, graphic organizers, models, and outlines.</p> <p><b>E4-4.5</b> Revise writing to improve clarity, tone, voice, content, and the development of ideas.</p> <p><b>E4-5.2</b> Create narrative pieces (for example, personal essays, memoirs, or narrative poems) that use figurative language and word choice to create tone and mood.</p>	

d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.		
<b>Production and Distribution of Writing</b>		
4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade specific expectations for writing types are defined in standards 1-3 above.)	<b>E3-4.3</b> Create multiple-paragraph compositions that have an introduction and a conclusion, include a coherent thesis, and use support (for example, definitions and descriptions). <b>E3-6.5</b> Create written works, oral and auditory presentations, and visual presentations that are designed for a specific audience and purpose. <b>E4-4.3</b> Create multiple-paragraph compositions that have an introduction and a conclusion, include a coherent thesis, and use support (for example, definitions and descriptions). <b>E4-6.5</b> Create written works, oral and auditory presentations, and visual presentations that are designed for a specific audience and purpose.	
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 11-12 on page 52.)	<b>E3-4.1</b> Organize written works using prewriting techniques, discussions, graphic organizers, models, and outlines. <b>E3-4.5</b> Revise writing to improve clarity, tone, voice, content, and the development of ideas. <b>E3-4.6</b> Edit written pieces for correct use of Standard American English, including the reinforcement of the mechanics previously taught. <b>E4-4.1</b> Organize written works using prewriting techniques, discussions, graphic organizers, models, and outlines. <b>E4-4.5</b> Revise writing to improve clarity, tone, voice, content, and the development of ideas. <b>E4-4.6</b> Edit written pieces for the correct use of Standard American English, including the reinforcement of conventions previously taught.	
6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback including new arguments or information.	<b>This standard was not previously included in the SC standards.</b>	



Research to Build and Present Knowledge		
7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	<p><b>E3-6.8</b> Design and carry out research projects by selecting a topic, constructing inquiry questions, accessing resources, evaluating credibility, and organizing information.</p> <p><b>E4-6.8</b> Design and carry out research projects by selecting a topic, constructing inquiry questions, accessing resources, evaluating credibility, and organizing information.</p>	
8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.	<p><b>E3-6.2</b> Use direct quotations, paraphrasing, or summaries to incorporate into written, oral, auditory, or visual works the information gathered from a variety of research sources.</p> <p><b>E3-6.3</b> Use a standardized system of documentation (including a list of sources with full publication information and the use of in-text citations) to properly credit the work of others.</p> <p><b>E3-6.7</b> Use a variety of print and electronic reference materials.</p> <p><b>E4-6.2</b> Use direct quotations, paraphrasing, or summaries to incorporate into written, oral, auditory, or visual works the information gathered from a variety of research sources.</p> <p><b>E4-6.3</b> Use a standardized system of documentation (including a list of sources with full publication information and the use of in-text citations) to properly credit the work of others.</p> <p><b>E4-6.7</b> Use a variety of print and electronic reference materials</p>	
<p>9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>a. Apply <i>grades 11-12 Reading standards</i> to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics”).</p> <p>b. Apply <i>grades 11-12 Reading standards</i> to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court majority opinions and dissents] and the premises, purposes and arguments in works of public advocacy [e.g., <i>The</i></p>	<p><b>E1-1.1</b> Compare/contrast ideas within and across literary texts to make inferences.</p> <p><b>E1-1.7</b> Compare/contrast literary texts from various genres (for example, poetry, drama, novels, and short stories).</p> <p><b>E1-2.1</b> Compare/contrast theses within and across informational texts.</p> <p><b>E1-2.3</b> Analyze informational texts for author bias (including word choice, the exclusion and inclusion of particular information, and unsupported opinions).</p> <p><b>E2-1.1</b> Compare/contrast ideas within and across literary texts to make inferences.</p> <p><b>E2-1.7</b> Compare/contrast literary texts from various genres (for example, poetry, drama, novels, and short stories).</p> <p><b>E2-2.1</b> Compare/contrast theses within and across informational texts.</p> <p><b>E2-2.3</b> Analyze informational texts for author bias (including word choice, the exclusion and inclusion of particular information, and unsupported</p>	



<i>Federalist</i> , presidential address]”).	opinions).	
<b>Range of Writing</b>		
10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.	This standard was not previously included in the SC standards.	
<b>Speaking and Listening Standards</b>	<b>Where Reflected in the 2008 SC ELA Standards and Indicators</b>	<b>CCSS Cognitive Level</b>
<b>Comprehension and Collaboration</b>		
<p>1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups and teacher-led) with diverse partners on <i>grades 11-12 topics, texts, and issues</i>, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p> <p>b. Work with peers to promote civil, democratic discussions and decision making, set clear goals and deadlines, and individual roles as needed.</p> <p>c. Propel conversations by posing and responding to questions that probe reasoning and evidence, ensure a hearing for a full range of positions on a topic of issue; clarify, verify, or challenge ideas and conclusions; promote divergent and creative perspectives.</p> <p>d. Respond thoughtfully to diverse perspectives, synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.</p>	This standard was not previously included in the SC standards.	

2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.	This standard was not previously included in the SC standards.	
3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.	This standard was not previously included in the SC standards.	
<b>Presentation of Knowledge and Ideas</b>		
4. Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal or informal tasks.	This standard was not previously included in the SC standards.	
5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.	E3-6.6 Select appropriate graphics, in print or electronic form, to support written works, oral presentations, and visual presentations. E4-6.6 Select appropriate graphics, in print or electronic form, to support written works, oral presentations, and visual presentations.	
6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 11-12 Language standards 1 and 3 on page 54 for specific expectations.)	E3-6.4 Use vocabulary (including Standard American English) that is appropriate for the particular audience or purpose. E4-6.4 Use vocabulary (including Standard American English) that is appropriate for the particular audience or purpose.	

Language Standards	Where Reflected in the 2008 SC ELA Standards and Indicators	CCSS Cognitive Level
<b>Conventions of Standard English</b>		
1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested. b. Resolve issues of complex or contested usage, consulting references (e.g., <i>Merriam-Webster's Dictionary of English Usage</i> , <i>Garner's Modern American English</i> ) as needed.	This standard was not previously included in the SC standards.	
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Observe hyphenation conventions. b. Spell correctly.	E3-4.4 Use grammatical conventions of written Standard American English to clarify and enhance meaning. E4-4.4 Use grammatical conventions of written Standard American English to clarify and enhance meaning.	
3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. a. Vary syntax for effect consulting references (e.g., Tufte's <i>Artful Sentences</i> ) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.		
<b>Vocabulary Acquisition and Use</b>		
4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 11-12 reading and content</i> , choosing flexibly from a range of strategies. a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.	E3-3.1 Use context clues to determine the meaning of technical terms and other unfamiliar words. E3-6.7 Use a variety of print and electronic reference materials. E4-3.1 Use context clues to determine the meaning of technical terms and other unfamiliar words. E4-6.7 Use a variety of print and electronic reference materials.	

<p>b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>conceive</i>, <i>conception</i>, <i>conceivable</i>).</p> <p>c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.</p> <p>d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p>		
<p>5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.</p> <p>b. Analyze nuances in the meaning of words with similar denotations.</p>	<p><b>E1-1.3</b> Interpret devices of figurative language (including extended metaphor, oxymoron, pun, and paradox).</p>	
<p>6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	<p><b>E3-6.4</b> Use vocabulary (including Standard American English) that is appropriate for the particular audience or purpose.</p> <p><b>E4-6.4</b> Use vocabulary (including Standard American English) that is appropriate for the particular audience or purpose.</p>	